

***Department of
Career and Technical Education
Program Evaluation for Technology Education***

Local Education Agency (LEA): _____
Reporting_Date: _____
Completed_By: _____
Instructor: _____
Administrator: _____

S = A Strength
M = Meets Expectations
I = Improvement Opportunity
NA = Not Applicable

Standard One - Instructional Planning and Organization

- 1) Is the current Technology Education curriculum based on the Standards for Technological Literacy?
- 2) To what extent is the instructional planning developmentally appropriate for all students?
- 3) Is an improvement plan for the program in place and it is followed?
- 4) Are direct connections to other subject areas including math, science, social studies and language arts made?
- 5) Does the program place equal emphasis on cognitive, hands-on and social skills?
- 6) Describe the program's strengths for instructional planning and organization:
- 7) Describe improvements that could be made in your program's instructional planning and organization:

Standard Two - Instructional Materials Utilization

- 1) Are appropriate and up-to-date instructional technologies (computer software, CD-ROM, videos, Internet and other reference materials) used to enhance instruction?
- 2) Are instructional materials and equipment adapted to meet individual needs?
- 3) To what extent have local, state, federal or other funds been used for the purchase of instructional materials?
- 4) Are the CATTs curriculum materials being used in your program?
- 5) Describe the program's strengths for instructional materials utilization:
- 6) Describe improvements that could be made in your program's instructional materials utilization:

Standard Three - Instructional Personnel

- 1) Does the instructor meet established state degree, certification and licensure requirements?
- 2) Does the instructor attend professional development to maintain his/her professional vitality?
- 3) Does the instructor maintain membership in related professional organizations?
- 4) Does the instructor collaborate with colleagues and other professionals in fields related to Technology Education?

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- 5) Does the instructor ensure that counselors and administrators are familiar with goal objectives, activities, prerequisites, enrollment guidelines, etc. of the program?
 - 6) Describe the program's strengths for instructional personnel:
 - 7) Describe improvements that could be made to your program's instructional personnel:

Standard Four - Enrollment and Student-Teacher Ratio

- 1) Is enrollment and class sizes in compliance with the Department of Career and Technical Education guidelines?
- 2) Are Technology Education classes scheduled to avoid conflicts with other courses students need for graduation?
- 3) Does the number of students in the Technology Education laboratory-classroom exceed its capacity?
- 4) Describe the program's strengths for enrollment and student-teacher ratio:
- 5) Describe improvements that could be made in your program's enrollment and student-teacher ratio:

Standard Five - Equipment and Supplies

- 1) Is broken equipment repaired or replaced in a timely manner?
- 2) Are funds available for replacement of outdated equipment?
- 3) Is a current inventory of equipment on file?
- 4) Are new equipment purchases made to support standards based curriculum?
- 5) Describe the program's strengths for equipment and supplies:
- 6) Describe improvements that could be made in your program's equipment and supplies:

Standard Six - Instructional Facilities

- 1) Are facilities properly maintained to provide an environment conducive to learning and working?
- 2) Are the facilities arranged in a manner that maximizes instructional function, supervision, class control and student safety?

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- 3) Does the teaching/learning environment support collaborative work groups and encourage students to ask questions, inquire, design and innovate?
- 4) Is adequate office space provided that contains a computer, printer, software, telephone, desk, file cabinets and other necessary equipment?
- 5) Can the present facility be changed/adapted to accommodate a change in the direction of curriculum or to accommodate other modifications due to the impact of changing technology?
- 6) Describe the program's strengths for instructional facilities:
- 7) Describe improvements that could be made to your program's instructional facilities:

Standard Seven - Safety and Sanitation Training and Practices

- 1) Has a written, comprehensive safety program been implemented? (Suggest reviewing all safety, sanitation, hazardous materials and right of know instructional materials and universal precautionary methods.)
- 2) Are safety materials (first aid kit, fire extinguisher, eyewash station) readily accessible and clearly labeled?
- 3) Are classroom, laboratory and storage areas arranged to emphasize safety?
- 4) Does the facility provide adequate heat, light, ventilation, dust control and noise control to provide a safe environment conducive to learning?
- 5) Is documentation on file to verify that appropriate safety education has taken place?
- 6) Describe the program's strengths for safety and sanitation training and practices:
- 7) Describe improvements that could be made to your program's safety and sanitation training and practices:

Standard Eight - Program Advisory Committee and Community Relations

- 1) Does the advisory committee include representation from school administrators, counselors, area career and technology center representatives, parents, an academic teacher, another cte instructor, appropriate business and industry persons and a local program teacher?
- 2) Does the advisory committee meets twice a year and are the minutes submitted to the Department of Career and Technical Education?
- 3) Does the advisory committee provide recommendations for program improvements?

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- 4) Are the recommendations from the advisory committee acted upon and/or incorporated into the curriculum?
 - 5) Are committee members informed as to the results of their recommendations?
 - 6) Describe the program's strengths for program advisory committee and community relations:
 - 7) Describe improvements that could be made to your program's advisory committee and community relations:

Standard Nine - Leadership Development Opportunities/Career and Technical Student Organization

- 1) Are Technology Student Association (TSA) activities incorporated into the curriculum and aligned with the Standards for Technological Literacy?
- 2) Are the leadership opportunities provided by TSA provided to the students in your Technology Education classes?
- 3) Are you an active ND TSA chapter and do your members participate in the state conference?
- 4) Have members of your local ND TSA chapter participated in the National TSA conference?
- 5) Describe the program's strengths for career and technical student organization:
- 6) Describe improvements that could be made to your program's career and technical student organization:

Standard Ten - Workplace Experience/Cooperative Learning Experience

- 1) To what extent do you relate classroom activities to real-life occupational opportunities?
- 2) Are units of instruction on specific careers related to Technology Education done in your classes?
- 3) Are you involved in helping students with work-based educational experiences such as job shadowing, cooperative work experiences, etc.?
- 4) Describe the program's strengths for coordination activities:
- 5) Describe improvements that could be made to your program's coordination activities:

Standard Eleven - Special Populations

- 1) Is program prepared to respond to the needs of special population students? (Suggest reviewing instructional methods and adaptations.)

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- 2) Is teaching/tutoring assistance available to special population students? (Suggest reviewing teacher observation, student schedules and staffing patterns.)
 - 3) Are facilities barrier-free to accommodate students with disabilities? (Suggest reviewing facilities)
 - 4) Does the advisory committee provide input on innovative instructional techniques, learning systems and instructional aids as necessary for the success of special population students? (Suggest reviewing minute of recent meetings.)
 - 5) Has program been successful involving special population students in career and technical student organizations? (Suggest reviewing CTSO membership.)
 - 6) Describe the program's strengths for special populations:
 - 7) Describe the program's improvement opportunities for special populations:

Standard Twelve - Educational Equity

- 1) Does the program recruit and retain nontraditional students? Note: Equal access to your classroom is presumed. (Suggest reviewing classroom/laboratory environment, enrollment practices, enrollment and retention statistics and CTSO membership.)
- 2) Does the program ensure use of bias-free instructional materials? (Suggest reviewing texts, software and other media.)
- 3) Does the program's career education component feature nontraditional careers? (Suggest reviewing career fair activities, field trips, instructional media.)
- 4) Is the program's advisory committee gender balanced? (Suggest reviewing advisory committee membership.)
- 5) Are students encouraged to participate in nontraditional occupational experiences? (Suggest reviewing job shadowing/internships/coop placements.)
- 6) Describe the program's strengths for educational equity:
- 7) Describe the program's improvement opportunities for educational equity: